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ABSTRACT

The Kansas Minimum Competency Testing Program is designed to provide the public, the Kansas State Board of Education, and the Kansas legislature with descriptive profiles of student performance relative to minimum competencies in reading and mathematics. Results of the 1982-83 assessment are presented in this report. Included are overall test summaries, information about the testing program, and three appendices (which comprise the largest portion of the report) providing state summary data for: (1) distribution of students' total scores; (2) percent of students correctly answering 1, 2, or 3 out of 3 items for each objective, with expected performance by objective indicated; and (3) the percent of students answering each item correctly. Data in these appendices are presented, separately for reading and mathematics, by grade level (grade 2, grade 4, grade 6, grade 8, and grade 11). Among the results are those showing that of the 29,173 students taking the grade 4 reading test, 67.4 percent met or exceeded the minimun standard of 45 items out of 60 possible items and that of the 32,122 students taking the grade 6 mathematics test, 61.6 percent met or exceeded the minimum standard of 45 correct items out of 60 possible items. (JN)

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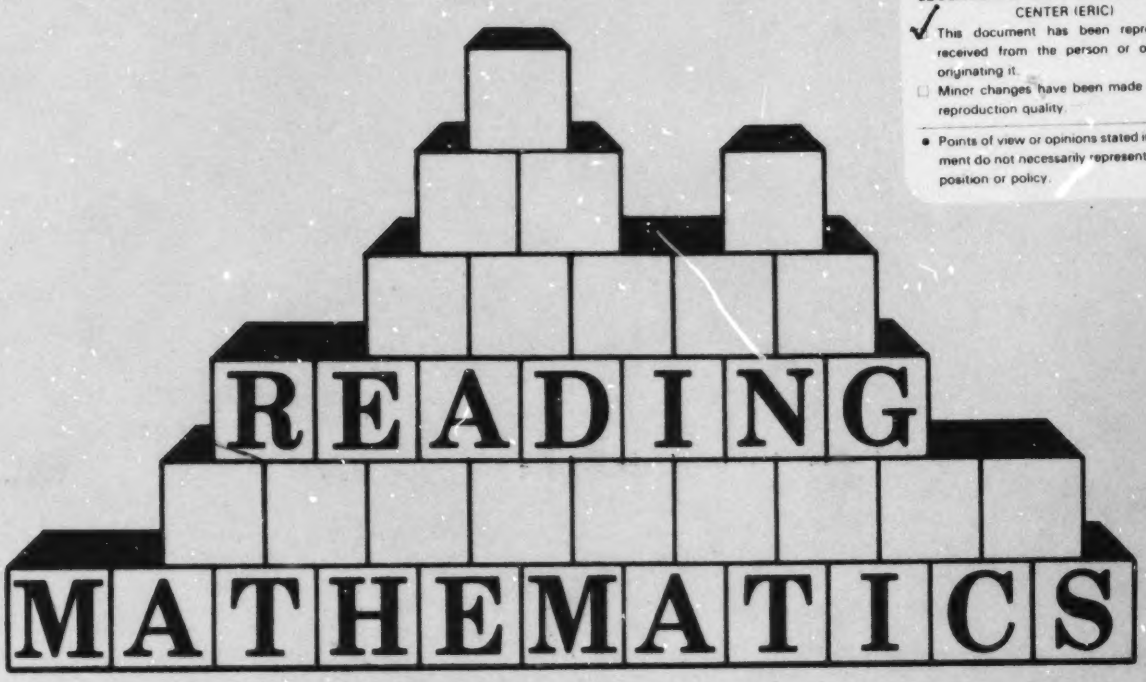

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Kansas Minimum Competency Assessment Report

School Year 1982/83

Kansas State Board of Education

An Equal Employment/Educational Opportunity Agency

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Purpose

K.S.A. 1978 supp. 72-9401 et seq. provided the legislature with student test data which were used to determine if competency based education programs were desirable for the State of Kansas. The legislature's review of the data culminated in a bill amendment during the 1981 legislative session establishing a two-year minimum competency assessment program applicable to students enrolled in public and accredited nonpublic schools. The only students excluded from taking the test were those enrolled in special education programs which provide entirely nonacademic and nonvocational activities.

The program's purpose is to ensure all Kansas students similar opportunities for learning, emphasizing experiences that give students at least minimum competencies in skills necessary to function in today's society. The program is designed to provide the public, the State Board of Education, and the legislature with descriptive profiles of student performance relative to minimum competencies in reading and mathematics. The results are also to be used to assist the educational progress of each student through early identification of educational needs.

The minimum competency testing program is not designed to be a competency-based education program. Also, it was not meant to take the place of existing testing programs. Local school districts were encouraged to continue their achievement testing programs as well as their competency-based testing programs in order to provide broader measurement of pupil needs and achievements.

Development of Objectives

The objectives developed for the 1979/80 testing programs, mandated by K.S.A. Supp. 72-9401 et seq., were sent to all chief school administrators in Kansas who were requested to solicit the opinions of teachers, students, and community members concerning the relative importance of each objective as a minimum competency. Those interviewed could also suggest other objectives which they felt were important. Based on review of the responses, a list of minimum competency objectives to be assessed in the 1982/83 phase of the program was prepared by the State Department of Education with the assistance of the Basic Skills Advisory Committee. There were fifteen objectives in reading and fifteen in mathematics at the second grade level and twenty objectives in each area for grades 4, 6, 8, and 11. The minimum competency objectives were not intended to imply a direct relationship with any given local school district's objectives. Rather, the selected objectives included those skills the Basic Skills Advisory Committee and the local school district reviewers considered to be compatible with the given definition of minimum competencies and reflected a general consensus of Kansas educators concerning minimum competencies in the areas of reading and mathematics at the different grade levels. The State Board of Education approved the objectives for the 1982/83 testing program. The 1982/83 objectives were widely disseminated to all chief school administrators and any individual or group indicating an interest in the objectives.

Development of Tests

The State Board of Education contracted with the University of Kansas School of Education to develop test items to measure the Kansas minimum competency objectives. Content experts, classroom teachers, psychometric experts, and editors were involved in the process of developing the items for the tests. Three multiple-choice items were developed to measure student performance on each objective.

The criterion-referenced tests for grades 2, 4, and 6 focused on those minimum academic reading and mathematics skills considered to be necessary before a student could reasonably be expected to achieve success at the next grade level. In grades 8 and 11 the focus of the tests was on the application of reading and mathematics skills in lifelike situations.

The State Department of Education requested each school district to appoint an assessment coordinator. The local assessment coordinators were responsible for maintaining test security, distributing and collecting test materials, and coordinating the testing program at the local school district level.

All scoring of the tests was the responsibility of the test contractor.

The Kansas minimum competency tests were criterion-referenced tests, specifically designed to measure whether a student had reached a set level of competency. Each item was keyed to a minimum competency objective; therefore, student performance was measured against a predetermined standard. (In standardized norm-referenced achievement tests, a student's performance level is compared to the performance levels of other students. Norm-referenced tests, then, usually discriminate between students of varying ranges of achievement, whereas, criterion-referenced tests do not.)

Standard Setting

Total score standards of minimal performance were set by the State Board of Education for each reading and mathematics criterion-referenced test. These minimum standards are the number of items to be answered correctly on each test in order for a student to be considered minimally competent on the test. Two methods for setting standards of performance were used to establish total score standards for the Kansas minimum competency tests. Information from the two methods was gathered, then synthesized to determine the most representative and reliable set of performance standards. Approximately 100 educators from more than 230 volunteering local educational agencies participated in the standard setting project.

Interpreting Kansas Minimum Competency Test Results

The Kansas minimum competency tests were designed to give information about student performance on selected minimum competencies in the areas of reading and mathematics. Therefore, the statewide minimum competency test results are valuable as indicators of statewide student achievement of selected minimum competencies in the areas of reading and mathematics. However, the following limitations must be observed when considering the results of these tests.

1. It is not possible to generalize student performance change between the 1981/82 and 1982/83 school year tests results at this time. An equating study is under way so performance change can be determined for prior years of testing. Even though the objectives and the standards have remained unchanged for the 1981/82 and 1982/83 school year, the test items have not. This is the reason for the equating study. The study should be available early July, 1983.

2. It is not possible to generalize student performance on the Kansas minimum competency tests to student proficiency in other areas not included in the minimum competency objectives. The objectives do not cover the entire range of skills that are considered important in mathematics and reading.

3. The results of the Kansas minimum competency tests should not be used independently from other information to diagnose weaknesses and strengths in student performance on each objective. The Kansas minimum competency tests were not designed to be diagnostic; however, local districts may use the Kansas minimum competency test results to identify those areas in which further investigation of student strengths and weaknesses is needed. On the basis of a complete diagnosis, deficiencies in minimum competency skill areas can be confirmed and instructional strategies designed to correct them.

4. The reading tests results and the mathematics test results are not directly comparable; therefore, it is not appropriate to compare student performance on the two tests.

   Factors making direct comparison of the two tests inadvisable include the difficulty levels of the two tests and the nature of the two subject areas.

5. It is not appropriate to compare student performance across grades in a subject area. Objectives vary for the different tests, and the items are not of equal difficulty. Additionally, there is a distinct difference in the focus of the tests designed for grades 2, 4, and 6 and in those designed for grades 8 and 11.

6. Local educational agencies should exercise care in using the Kansas minimum competency tests results to evaluate their reading and mathematics programs. Using the test results as one indicator of program effectiveness is appropriate only to the extent that the objectives tested are relevant to the objectives of the local district program. Once an objective "match" is established, Kansas minimum competency test results may provide additional information to be used in curriculum planning.

7. The Kansas minimum competency tests were not designed to provide answers to all questions relating to the effectivness of education in Kansas. Although the Kansas minimum competency test results provide objective information about the current level of student performance on selected minimum competencies in reading and mathematics, they do not identify the reasons underlying the levels of student performance on the tests. To determine the causes of the achievement levels evidenced in the test results, additional research or investigation would be required.

Mathematics

The statewide results of the Kansas minimum competency mathematics tests are as follows.

Of the 30,493 students who took the grade 2 mathematics test, 89.7 percent met or exceeded the minimum standard of 34 correct items out of 45 possible items.

Of the 29,241 students who took the grade 4 mathematics test, 78.8 percent met or exceeded the minimum standard of 43 correct items out of 60 possible items.

Of the 32,122 students who took the grade 6 mathematics test, 61.6 percent met or exceeded the minimum standard of 45 correct items out of 60 possible items.

Of the 30,897 students who took the grade 8 mathematics test, 67.9 percent met or exceeded the minimum standard of 42 correct items out of 60 possible items.

Of the 27,534 students who took the grade 11 mathematics test, 75.5 percent met or exceed the minimum standard of 41 correct items out of 60 possible items.

State Summary Results

Reading

Following are the statewide results of the Kansas minimum competency reading tests for 1982-83.

Of the 30,612 Kansas students taking the grade 2 reading test, 77.9 percent met or exceeded the minimum standard. The minimum standard was items answered correctly out of 45 possible items.

Of the 29,173 students who took the grade 4 reading test, 67.4 percent met or exceeded the minimum standard of 45 items correct out of 60 possible items.

Of the 32,108 students who took the grade 6 reading test, 61.3 percent met or exceeded the minimum standard of 45 items correct out of 60 possible items.

Of the 30,822 students who took the grade 8 reading test, 81.7 percent met or exceeded the minimum standard of 43 items out of 60 possible items.

Of the 27,538 students who took the grade 11 reading test, 82.6 percent met or exceeded the minimum standards of 46 items correct out of 60 possible items.

STATE SUMMARY

TOTAL SCORE DATA CHART

FOR READING

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Grade Level	Number of Students Tested	Total Number Of Items On Test	Required Number of Items Correct For Minimum Standard	Number of Students Meeting or Exceeding Minimum Standard	Percent of Students Meeting or Exceeding Minimum Standard
2	30,612	45	35	23,842	77.9
4	29,173	60	45	19,672	67.4
6	32,108	60	45	19,680	61.3
8	30,822	60	43	25,187	81.7
11	27,538	60	46	22,752	82.6

STATE SUMMARY

TOTAL SCORE DATA CHART

FOR MATHEMATICS

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Grade Level	Number of Students Tested	Total Number Of Items On Test	Required Number of Items Correct For Minimum Standard	Number of Students Meeting or Exceeding Minimum Standard	Percent of Students Meeting or Exceeding Minimum Standard
2	30,493	45	34	27,351	89.7
4	29,241	60	43	23,032	78.8
6	32,122	60	45	19,796	61.6
8	30,897	60	42	20,968	67.9
11	27,534	60	41	20,307	75.5

REPORTING THE EXCEPTIONAL STUDENT

The Kansas minimum competency tests were required by law to be administered to all students in grades 2, 4, 6, 8, and 11 in public and accredited nonpublic schools. The only students at those grade levels specifically excluded from testing were those whose programs provided only nonacademic or nonvocational activities. The categories of exceptional students listed below were tested in reading and mathematics. They were selected from their ungraded program if their age, as of September 1, 1981, would have normally placed them at grades 2, 4, 6, 8, or 11. The grade level of the test that each student took was based on the student's instructional level in the applicable curricular area. The teachers were instructed to modify any directions which they felt would facilitiate the testing process and to delete any test items to which, in their professional judgment, the student could not be reasonably expected to respond due to his/her exceptionality. For example, many visually handicapped students would not be expected to read maps. These necessary modifications of the minimum competency test procedures and instruments made it unwise to report statewide data on the nine categories of exceptional students. However, the local education agency will be able to use the data in working with individual students.

Classification and Grade Level Tested with Modified Instruments

	2	4	6	8	11	Total
Reading						
Hearing Impaired	78	51	21	20	15	185
Visually Impaired	19	13	12	8	14	66
Speech/Language Impaired	225	125	36	6	0	392
Physically Impaired/OHI	16	10	5	4	2	37
Learning Disabled	1,447	1,622	983	519	255	4,826
Personal and Social Adjustment (ED)	202	243	176	158	42	821
Semi-Dependent (TMR)	26	4	3	42	2	77
Semi-Independent (EMR)	567	303	86	39	13	1,008
Severely Multiply Handicapped	3	1	0	0	3	7
Bilingual/Non-Native	187	92	71	51	125	526
Other*	20	30	6	11	2	69
	2,790	2,494	1,399	858	473	8,014

* Students who were assigned multiple codes; unable to make appropriate classification.

Reporting the Exceptional Student (continued)

	2	4	6	8	11	Total
Mathematics						
Hearing Impaired	77	55	33	33	17	215
Visually Impaired	18	13	14	10	14	69
Speech/Language Impaired	221	120	36	5	0	382
Physically Impaired/OHI	17	8	5	5	2	37
Learning Disabled	1,199	1,634	1,078	582	245	4,738
Personal and Social Adjustment (ED)	191	267	189	143	37	827
Semi-Dependent (TMR)	26	2	5	40	2	75
Semi-Independent (EMR)	556	347	87	35	14	1,039
Severely Multiply Handicapped	2	2	0	0	2	6
Bilingual/Non-Native	152	105	103	57	126	543
Other*	16	25	8	9	2	60
	2,475	2,578	1,558	919	461	7,991

* Students who were assigned multiple codes; unable to make appropriate classification.

APPENDICES

APPENDIX A

State Summary Data:
Distribution of Students' Total Scores

The tables in this appendix indicate the distribution of students' total scores. For each table there are five columns which provide the following information:

Total Score: The number of questions answered correctly listed from high to low.

Number of Students Scoring: The number of students who obtained the total score in the line of data.

Percent of Students Scoring: The percent of students who obtained the total score in the line of data.

Cumulative Frequency: The accumulated number of all the students who obtained a total score equal to or above the score listed in column 1.

Cumulative Percent: The accumulated percentage of all the students who obtained a total score equal to or greater than the score listed in column 1.

Grade 2- Reading

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
45	1,178	3.8	1,178	3.8
44	2,199	7.2	3,377	11.0
43	2,839	9.3	6,216	20.3
42	2,877	9.4	9,093	29.7
41	2,873	9.4	11,966	39.1
40	2,698	8.8	14,664	47.9
39	2,398	7.8	17,062	55.7
38	2,116	6.9	19,178	62.6
37	1,828	6.0	21,006	68.6
36	1,517	5.0	22,523	73.6
*35	1,319	4.3	23,842	77.9
34	1,058	3.5	24,900	81.3
33	946	3.1	25,846	84.4
32	781	2.6	26,627	87.0
31	621	2.0	27,248	89.0
30	550	1.8	27,798	90.8
29	441	1.4	28,239	92.2
28	381	1.2	28,620	93.5
27	305	1.0	28,925	94.5
26	306	1.0	29,231	95.5
25	217	0.7	29,448	96.2
24	188	0.6	29,636	96.8
23	184	0.6	29,820	97.4
22	145	0.5	29,965	97.9
21	128	0.4	30,093	98.3
20	94	0.3	30,187	98.6
19	79	0.3	30,266	98.9
18	61	0.2	30,327	99.1
17	54	0.2	30,381	99.2
16	53	0.2	30,434	99.4
15	50	0.2	30,484	99.6
14	43	0.1	30,527	99.7
13	23	0.1	30,550	99.8
12	18	0.1	30,568	99.9
11	11	0.0	30,579	99.9
10	14	0.0	30,593	99.9
9	4	0.0	30,597	100.0
8	5	0.0	30,602	100.0
7	1	0.0	30,603	100.0
6	1	0.0	30,604	100.0
5	2	0.0	30,606	100.0
4	0	0.0	30,606	100.0
3	0	0.0	30,606	100.0
2	2	0.0	30,608	100.0
1	4	0.0	30,612	100.0

Average total score = 37.79
Total number of students taking test = 30,612
*Total score minimum standard

Grade 4- Reading

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	111	0.4	111	0.4
59	412	1.4	523	1.8
58	810	2.8	1,333	4.6
57	1,185	4.1	2,518	8.6
56	1,441	4.9	3,959	13.6
55	1,608	5.5	5,567	19.1
54	1,685	5.8	7,252	24.9
53	1,732	5.9	8,984	30.8
52	1,698	5.8	10,682	36.6
51	1,624	5.6	12,306	42.2
50	1,445	5.0	13,751	47.1
49	1,395	4.8	15,146	51.9
48	1,290	4.4	16,436	56.3
47	1,217	4.2	17,653	60.5
46	1,016	3.5	18,669	64.0
*45	1,003	3.4	19,672	67.4
44	895	3.1	20,567	70.5
43	860	2.9	21,427	73.4
42	787	2.7	22,214	76.1
41	665	2.3	22,879	78.4
40	615	2.1	23,494	80.5
39	557	1.9	24,051	82.4
38	515	1.8	24,566	84.2
37	442	1.5	25,008	85.7
36	419	1.4	25,427	87.2
35	411	1.4	25,838	88.6
34	374	1.3	26,212	89.9
33	364	1.2	26,576	91.1
32	308	1.1	26,884	92.2
31	298	1.0	27,182	93.2
30	239	0.8	27,421	94.0
29	236	0.8	27,657	94.8
28	221	0.8	27,878	95.6
27	190	0.7	28,068	96.2
26	153	0.5	28,221	96.7
25	152	0.5	28,373	97.3
24	117	0.4	28,490	97.7
23	124	0.4	28,614	98.1
22	109	0.4	28,723	98.5
21	96	0.3	28,819	98.8
20	72	0.2	28,891	99.0
19	59	0.2	28,950	99.2
18	44	0.2	28,994	99.4
17	35	0.1	29,029	99.5
16	41	0.1	29,070	99.6
15	27	0.1	29,097	99.7
14	23	0.1	29,120	99.8
13	23	0.1	29,143	99.9

continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	9	0.0	29,152	99.9
11	9	0.0	29,161	100.0
10	2	0.0	29,163	100.0
9	2	0.0	29,165	100.0
8	2	0.0	29,167	100.0
7	0	0.0	29,167	100.0
6	1	0.0	29,168	100.0
5	0	0.0	29,168	100.0
4	0	0.0	29,168	100.0
3	2	0.0	29,170	100.0
2	0	0.0	29,170	100.0
1	3	0.0	29,173	100.0

Average total score = 46.67
Total number of students taking test = 29,173
*Total score minimum standard

Grade 6 - Reading

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	98	0.3	98	0.3
59	307	1.0	405	1.3
58	572	1.8	977	3.0
57	838	2.6	1,815	5.7
56	1,112	3.5	2,927	9.1
55	1,339	4.2	4,266	13.3
54	1,526	4.8	5,792	18.0
53	1,635	5.1	7,427	23.1
52	1,677	5.2	9,104	28.4
51	1,674	5.2	10,778	33.6
50	1,681	5.2	12,459	38.8
49	1,601	5.0	14,060	43.8
48	1,565	4.9	15,625	48.7
47	1,449	4.5	17,074	53.2
46	1,353	4.2	18,427	57.4
*45	1,253	3.9	19,680	61.3
44	1,205	3.8	20,885	65.0
43	1,104	3.4	21,989	68.5
42	968	3.0	22,957	71.5
41	929	2.9	23,886	74.4
40	827	2.6	24,713	77.0
39	772	2.4	25,485	79.4
38	720	2.2	26,205	81.6
37	637	2.0	26,842	83.6
36	548	1.7	27,390	85.3
35	496	1.5	27,886	86.9
34	470	1.5	28,356	88.3
33	455	1.4	28,811	89.7
32	407	1.3	29,218	91.0
31	352	1.1	29,570	92.1
30	348	1.1	29,918	93.2
29	323	1.0	30,241	94.2
28	284	0.9	30,525	95.1
27	230	0.7	30,755	95.8
26	226	0.7	30,981	96.5
25	171	0.5	31,152	97.0
24	139	0.4	31,291	97.5
23	162	0.5	31,453	98.0
22	136	0.4	31,589	98.4
21	97	0.3	31,686	98.7
20	97	0.3	31,783	99.0
19	74	0.2	31,857	99.2
18	69	0.2	31,926	99.4
17	50	0.2	31,976	99.6
16	44	0.1	32,020	99.7
15	23	0.1	32,043	99.8
14	16	0.0	32,059	99.8
13	18	0.1	32,077	99.9

Grade 6 - Reading (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	14	0.0	32,091	99.9
11	8	0.0	32,099	100.0
10	5	0.0	32,104	100.0
9	1	0.0	32,105	100.0
8	0	0.0	32,105	100.0
7	1	0.0	32,106	100.0
6	0	0.0	32,106	100.0
5	0	0.0	32,106	100.0
4	0	0.0	32,106	100.0
3	1	0.0	32,107	100.0
2	0	0.0	32,107	100.0
1	1	0.0	32,108	100.0

Average total score = 45.34
Total number of students taking test = 32,108
*Total score minimum standard

Grade 8 - Reading

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	101	0.3	101	0.3
59	370	1.2	471	1.5
58	819	2.7	1,290	4.2
57	1,323	4.3	2,613	8.5
56	1,653	5.4	4,266	13.8
55	1,941	6.3	6,207	20.1
54	2,125	6.9	8,332	27.0
53	2,174	7.1	10,506	34.1
52	2,115	6.9	12,621	40.9
51	2,067	6.7	14,688	47.7
50	1,799	5.8	16,487	53.5
49	1,697	5.5	18,184	59.0
48	1,524	4.9	19,708	63.9
47	1,381	4.5	21,089	68.4
46	1,241	4.0	22,330	72.4
45	1,056	3.4	23,386	75.9
44	979	3.2	24,365	79.1
* 43	822	2.7	25,187	81.7
42	744	2.4	25,931	84.1
41	650	2.1	26,581	86.2
40	598	1.9	27,179	88.2
39	489	1.6	27,668	89.8
38	442	1.4	28,110	91.2
37	406	1.3	28,516	92.5
36	348	1.1	28,864	93.6
35	259	0.8	29,123	94.5
34	242	0.8	29,365	95.3
33	201	0.7	29,566	95.9
32	172	0.6	29,738	96.5
31	151	0.5	29,889	97.0
30	134	0.4	30,023	97.4
29	123	0.4	30,146	97.8
28	104	0.3	30,250	98.1
27	75	0.2	30,325	98.4
26	92	0.3	30,417	98.7
25	68	0.2	30,485	98.9
24	53	0.2	30,538	99.1
23	44	0.1	30,582	99.2
22	42	0.1	30,624	99.4
21	37	0.1	30,661	99.5
20	30	0.1	30,691	99.6
19	25	0.1	30,716	99.7
18	19	0.1	30,735	99.7
17	20	0.1	30,755	99.8
16	11	0.0	30,766	99.8
15	10	0.0	30,776	99.9
14	11	0.0	30,787	99.9
13	11	0.0	30,798	99.9

Grade 8 - Reading (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	8	0.0	30,806	99.9
11	3	0.0	30,809	100.0
10	7	0.0	30,816	100.0
9	2	0.0	30,818	100.0
8	0	0.0	30,818	100.0
7	1	0.0	30,819	100.0
6	0	0.0	30,819	100.0
5	0	0.0	30,819	100.0
4	0	0.0	30,819	100.0
3	0	0.0	30,819	100.0
2	0	0.0	30,819	100.0
1	3	0.0	30,822	100.0

Average total score = 48.41
Total number of students taking test = 30,822
*Total score minimum standard

Grade 11 - Reading

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	468	1.7	468	1.7
59	1,123	4.1	1,591	5.8
58	1,704	6.2	3,295	12.0
57	2,050	7.4	5,345	19.4
56	2,244	8.1	7,589	27.6
55	2,278	8.3	9,867	35.8
54	2,162	7.9	12,029	43.7
53	2,003	7.3	14,032	51.0
52	1,795	6.5	15,827	57.5
51	1,568	5.7	17,395	63.2
50	1,362	4.9	18,757	68.1
49	1,218	4.4	19,975	72.5
48	1,115	4.0	21,090	76.6
47	893	3.2	21,983	79.8
* 46	769	2.8	22,752	82.6
45	683	2.5	23,435	85.1
44	545	2.0	23,980	87.1
43	494	1.8	24,474	88.9
42	432	1.6	24,906	90.4
41	368	1.3	25,274	91.8
40	298	1.1	25,572	92.9
39	264	1.0	25,836	93.8
38	228	0.8	26,064	94.6
37	195	0.7	26,259	95.4
36	189	0.7	26,448	96.0
35	143	0.5	26,591	96.6
34	142	0.5	26,733	97.1
33	87	0.3	26,820	97.4
32	96	0.3	26,916	97.7
31	89	0.3	27,005	98.1
30	63	0.2	27,068	98.3
29	62	0.2	27,130	98.5
28	45	0.2	27,175	98.7
27	58	0.2	27,233	98.9
26	30	0.1	27,263	99.0
25	37	0.1	27,300	99.1
24	36	0.1	27,336	99.3
23	26	0.1	27,362	99.4
22	28	0.1	27,390	99.5
21	20	0.1	27,410	99.5
20	22	0.1	27,432	99.6
19	25	0.1	27,457	99.7
18	23	0.1	27,480	99.8
17	13	0.0	27,493	99.8
16	9	0.0	27,502	99.9
15	12	0.0	27,514	99.9
14	3	0.0	27,517	99.9
13	7	0.0	27,524	99.9

Grade 11 - Reading (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	2	0.0	27,526	100.0
11	3	0.0	27,529	100.0
10	1	0.0	27,530	100.0
9	2	0.0	27,532	100.0
8	2	0.0	27,534	100.0
7	0	0.0	27,534	100.0
6	0	0.0	27,534	100.0
5	0	0.0	27,534	100.0
4	1	0.0	27,535	100.0
3	0	0.0	27,535	100.0
2	2	0.0	27,537	100.0
1	1	0.0	27,538	100.0

Average total score = 50.89
Total number of students taking test = 27,538
*Total score minimum standard

Grade 2- Mathematics

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
45	4,390	14.4	4,390	14.4
44	4,207	13.8	8,597	28.2
43	3,454	11.3	12,051	39.5
42	3,016	9.9	15,067	49.4
41	2,514	8.2	17,581	57.7
40	2,194	7.2	19,775	64.9
39	1,827	6.0	21,602	70.8
38	1,645	5.4	23,247	76.2
37	1,341	4.4	24,588	80.6
36	1,089	3.6	25,677	84.2
35	927	3.0	26,604	87.2
*34	747	2.4	27,351	89.7
33	630	2.1	27,981	91.8
32	477	1.6	28,458	93.3
31	386	1.3	28,844	94.6
30	342	1.1	29,186	95.7
29	253	0.8	29,439	96.5
28	223	0.7	29,662	97.3
27	173	0.6	29,835	97.8
26	123	0.4	29,958	98.2
25	108	0.4	30,006	98.6
24	68	0.2	30,134	98.8
23	78	0.3	30,212	99.1
22	43	0.1	30,255	99.2
21	37	0.2	30,292	99.3
20	43	0.1	30,335	99.5
19	25	0.1	30,360	99.6
18	22	0.1	30,382	99.6
17	21	0.1	30,403	99.7
16	7	0.0	30,410	99.7
15	8	0.0	30,418	99.8
14	10	0.0	30,428	99.8
13	10	0.0	30,438	99.8
12	8	0.0	30,446	99.8
11	13	0.0	30,459	99.9
10	23	0.1	30,482	100.0
9	4	0.0	30,486	100.0
8	2	0.0	30,488	100.0
7	1	0.0	30,489	100.0
6	2	0.0	30,491	100.0
5	1	0.0	30,492	100.0
4	0	0.0	30,492	100.0
3	0	0.0	30,492	100.0
2	1	0.0	30,493	100.0

Average total score = 40.00
Total number of students taking test = 30,493
*Total score minimum standard

Grade 4- Mathematics

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	789	2.7	789	2.7
59	1,498	5.1	2,287	7.8
58	1,873	6.4	4,160	14.2
57	2,029	6.9	6,189	21.2
56	1,991	6.8	8,180	28.0
55	1,851	6.3	10,031	34.3
54	1,716	5.9	11,747	40.2
53	1,652	5.6	13,399	45.8
52	1,455	5.0	14,854	50.8
51	1,332	4.6	16,186	55.4
50	1,175	4.0	17,361	59.4
49	1,050	3.6	18,411	63.0
48	944	3.2	19,355	66.2
47	862	2.9	20,217	69.1
46	812	2.8	21,029	71.9
45	746	2.6	21,775	74.5
44	664	2.3	22,439	76.7
* 43	593	2.0	23,032	78.8
42	589	2.0	23,621	80.8
41	550	1.9	24,171	82.7
40	451	1.5	24,622	84.2
39	476	1.6	25,098	85.8
38	426	1.5	25,524	87.3
37	366	1.3	25,890	88.5
36	325	1.1	26,215	89.7
35	296	1.0	26,511	90.7
34	276	0.9	26,787	91.6
33	278	1.0	27,065	92.6
32	224	0.8	27,289	93.3
31	228	0.8	27,517	94.1
30	210	0.7	27,727	94.8
29	191	0.7	27,918	95.5
28	163	0.6	28,081	96.0
27	157	0.5	28,238	96.6
26	150	0.5	28,388	97.1
25	116	0.4	28,504	97.5
24	114	0.4	28,618	97.9
23	110	0.4	28,728	98.2
22	79	0.3	28,807	98.5
21	86	0.3	28,893	98.8
20	75	0.3	28,968	99.1
19	51	0.2	29,019	99.2
18	62	0.2	29,081	99.5
17	36	0.1	29,117	99.6
16	35	0.1	29,152	99.7
15	22	0.1	29,174	99.8
14	23	0.1	29,197	99.8
13	22	0.1	29,219	99.9

Grade 4 - Mathematics (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	8	0.0	29,227	100.0
11	6	0.0	29,233	100.0
10	3	0.0	29,236	100.0
9	1	0.0	29,237	100.0
8	1	0.0	29,238	100.0
7	1	0.0	29,239	100.0
6	0	0.0	29,239	100.0
5	0	0.0	29,239	100.0
4	0	0.0	29,239	100.0
3	0	0.0	29,239	100.0
2	0	0.0	29,239	100.0
1	2	0.0	29,241	100.0

Average total score = 48.88
Total number of students taking test = 29,241
*Total score minimum standard

Grade 6 - Mathematics

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	597	1.9	597	1.9
59	1,123	3.5	1,720	5.4
58	1,422	4.4	3,142	9.8
57	1,571	4.9	4,713	14.7
56	1,644	5.1	6,357	19.8
55	1,521	4.7	7,878	24.5
54	1,537	4.8	9,415	29.3
53	1,416	4.4	10,831	33.7
52	1,369	4.3	12,200	38.0
51	1,267	3.9	13,467	41.9
50	1,180	3.7	14,647	45.6
49	1,103	3.4	15,750	49.0
48	1,070	3.3	16,820	52.4
47	1,011	3.1	17,831	55.5
46	992	3.1	18,823	58.6
* 45	973	3.0	19,796	61.6
44	892	2.8	20,688	64.4
43	837	2.6	21,525	67.0
42	835	2.6	22,360	69.6
41	730	2.3	23,090	71.9
40	689	2.1	23,779	74.0
39	637	2.0	24,416	76.0
38	632	2.0	25,048	78.0
37	553	1.7	25,601	79.7
36	582	1.8	26,183	81.5
35	531	1.7	26,714	83.2
34	535	1.7	27,249	84.8
33	489	1.5	27,738	86.4
32	461	1.4	28,199	87.8
31	392	1.2	28,591	89.0
30	390	1.2	28,981	90.2
29	363	1.1	29,344	91.4
28	331	1.0	29,675	92.4
27	316	1.0	29,991	93.4
26	286	0.9	30,277	94.3
25	258	0.8	30,535	95.1
24	249	0.8	30,784	95.8
23	208	0.6	30,992	96.5
22	180	0.6	31,172	97.0
21	175	0.5	31,347	97.6
20	165	0.5	31,512	98.1
19	130	0.4	31,642	98.5
18	116	0.4	31,758	98.9
17	98	0.3	31,856	99.2
16	84	0.3	31,940	99.4
15	49	0.2	31,989	99.6
14	42	0.1	32,031	99.7
13	26	0.1	32,057	99.8

Grade 6 - Mathematics (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	24	0.1	32,081	99.9
11	14	0.0	32,095	99.9
10	9	0.0	32,104	99.9
9	3	0.0	32,107	100.0
8	1	0.0	32,108	100.0
7	4	0.0	32,112	100.0
6	5	0.0	32,117	100.0
5	0	0.0	32,117	100.0
4	1	0.0	32,118	100.0
3	1	0.0	32,119	100.0
2	1	0.0	32,120	100.0
1	2	0.0	32,122	100.0

Average total score = 45.71
Total number of students taking test = 32,122
*Total score minimum standard

Grade 8 - Mathematics

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	210	0.7	210	0.7
59	593	1.9	803	2.6
58	906	2.9	1,709	5.5
57	1,174	3.8	2,883	9.3
56	1,335	4.3	4,218	13.7
55	1,420	4.6	5,638	18.2
54	1,460	4.7	7,098	23.0
53	1,498	4.8	8,596	27.8
52	1,423	4.6	10,019	32.4
51	1,410	4.6	11,429	37.0
50	1,280	4.1	12,709	41.1
49	1,253	4.1	13,962	45.2
48	1,236	4.0	15,198	49.2
47	1,142	3.7	16,340	52.9
46	1,043	3.4	17,383	56.3
45	975	3.2	18,358	59.4
44	945	3.1	19,303	62.5
43	862	2.8	20,165	65.3
* 42	803	2.6	20,968	67.9
41	767	2.5	21,735	70.3
40	721	2.3	22,456	72.7
39	642	2.1	23,098	74.8
38	622	2.0	23,720	76.8
37	623	2.0	24,343	78.8
36	555	1.8	24,898	80.6
35	507	1.6	25,405	82.2
34	510	1.7	25,915	83.9
33	472	1.5	26,387	85.4
32	466	1.5	26,853	86.9
31	444	1.4	27,297	88.3
30	372	1.2	27,669	89.6
29	349	1.1	28,018	90.7
28	320	1.0	28,338	91.7
27	319	1.0	28,657	92.8
26	279	0.9	28,936	93.7
25	278	0.9	29,214	94.6
24	267	0.9	29,481	95.4
23	209	0.7	29,690	96.1
22	204	0.7	29,894	96.8
21	173	0.6	30,067	97.3
20	157	0.5	30,224	97.8
19	148	0.5	30,372	98.3
18	119	0.4	30,491	98.7
17	105	0.3	30,596	99.0
16	78	0.3	30,674	99.3
15	57	0.2	30,731	99.5
14	50	0.2	30,781	99.6
13	35	0.1	30,816	99.7

Grade 8 - Mathematics (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	29	0.1	30,845	99.8
11	21	0.1	30,866	99.9
10	11	0.0	30,877	99.9
9	7	0.0	30,884	100.0
8	4	0.0	30,888	100.0
7	2	0.0	30,890	100.0
6	1	0.0	30,891	100.0
5	2	0.0	30,893	100.0
4	1	0.0	30,894	100.0
3	1	0.0	30,895	100.0
2	1	0.0	30,896	100.0
1	1	0.0	30,897	100.0

Average total score = 44.81
Total number of students taking test = 30,897
*Total score minimum standard

Grade 11 - Mathematics

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
60	481	1.7	481	1.7
59	1,007	3.7	1,488	5.4
58	1,380	5.0	2,868	10.4
57	1,473	5.3	4,341	15.8
56	1,535	5.6	5,876	21.3
55	1,424	5.2	7,300	26.5
54	1,368	5.0	8,668	31.5
53	1,290	4.7	9,958	36.2
52	1,214	4.4	11,172	40.6
51	1,173	4.3	12,345	44.8
50	1,087	3.9	13,432	48.8
49	1,000	3.6	14,432	52.4
48	940	3.4	15,372	55.8
47	974	3.5	16,346	59.4
46	866	3.1	17,212	62.5
45	814	3.0	18,026	65.5
44	761	2.8	18,787	68.2
43	704	2.6	19,491	70.8
42	639	2.3	20,130	73.1
*41	654	2.4	20,784	75.5
40	561	2.0	21,345	77.5
39	544	2.0	21,889	79.5
38	499	1.8	22,388	81.3
37	509	1.8	22,897	83.2
36	436	1.6	23,333	84.7
35	397	1.4	23,730	86.2
34	390	1.4	24,120	87.6
33	341	1.2	24,461	88.8
32	320	1.2	24,781	90.0
31	321	1.2	25,102	91.2
30	281	1.0	25,383	92.2
29	290	1.1	25,673	93.2
28	228	0.8	25,901	94.1
27	211	0.8	26,112	94.8
26	176	0.6	26,288	95.5
25	184	0.7	26,472	96.1
24	164	0.6	26,636	96.7
23	134	0.5	26,770	97.2
22	141	0.5	26,911	97.7
21	117	0.4	27,028	98.2
20	88	0.3	27,116	98.5
19	101	0.4	27,217	98.8
18	79	0.3	27,296	99.1
17	[illegible]	0.2	27,349	99.3
16	62	0.2	27,411	99.6
15	38	0.1	27,449	99.7
14	27	0.1	27,476	99.8
13	16	0.1	27,492	99.8

Grade 11 - Mathematics (continued)

Total Score	Number of Students Scoring	Percent of Students Scoring	Cumulative Frequency	Cumulative Percent
12	18	0.1	27,510	99.9
11	9	0.0	27,519	99.9
10	4	0.0	27,523	100.0
9	0	0.0	37,523	100.0
8	3	0.0	27,526	100.0
7	1	0.0	27,527	100.0
6	1	0.0	27,528	100.0
5	1	0.0	27,529	100.0
4	0	0.0	27,529	100.0
3	0	0.0	27,529	100.0
2	2	0.0	27,531	100.0
1	3	0.0	27,534	100.0

Average total score = 46.66
Total number of students taking test = 27,534
*Total score minimum standard

APPENDIX B

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 2 - Reading

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
1.	Orally given a word that ends with a single consonant sound, the learner will identify from four printed words the word that has the same final consonant sound.	98.0	93.7	<u>75.9</u>
2.	Orally given a word that begins with a consonant blend, the learner will identify from a list of four printed words a word that has the same initial consonant blend.	97.2	92.0	<u>81.2</u>
3.	Orally given a word that has a long vowel sound, the learner will identify from a list of four printed words a word that has the same long vowel sound.	85.5	<u>75.1</u>	59.8
4.	Given a picture of an object, the name of which has a short vowel sound, the learner will identify from a list of four printed words a word that has the same short vowel sound.	92.2	<u>77.9</u>	48.5
5.	Given a picture of an object, the name of which begins with the sound /wh/, /ch/, /th/, or /sh/, the learner will identify the letters (wh, ch, th, or sh) that stand for the initial consonant diagraph.	99.8	99.4	<u>96.8</u>
6.	Given a word, the learner will identify from a list of four words the synonym for the word.	95.6	<u>88.0</u>	68.4
7.	Given four words, three of which belong in a classification and one of which does not, the learner will identify the word that does not belong in the classification.	97.6	<u>93.9</u>	84.0
8.	Given four pairs of words, the learner will identify the pair that can form a compound word.	98.4	<u>85.5</u>	50.0

Reading Objectives - Grade 2

	Percent Answering Correctly At Least 1 of 3	2 of 3	3 of 3
9. Given four words with different initial letters, the learner will identify the word which comes first in alphabetical order.	97.4	94.1	79.5
10. Given a sentence with a noun or verb omitted, the learner will use context clues to identify the word to complete the sentence correctly.	87.9	97.0	87.9
11. Given four sentences, three of which are statements of fact and one of fantasy, the learner will identify the statement of fantasy; or, given four sentences, three of which are statements of fantasy and one of fact, the learner will identify the statement of fact.	98.0	91.1	53.4
12. Given a sequence of illustrations depicting a situation, the learner will identify from four sentences a conclusion about the situation depicted.	97.3	85.7	50.0
13. Given a short paragraph that describes an object, person, or event, the learner will identify a picture illustrating the paragraph.	94.9	80.4	52.2
14. Given a set of illustrations that can be arranged in logical sequence, the learner will identify the correct sequence or a portion of the sequence.	99.0	95.6	79.7
15. Given a reading selection, the learner will identify the main idea as stated in the selection.	94.5	76.8	41.1

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 4 - Reading

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. Given a word that has two vowels in the medial position, one which is sounded and one which is silent, the learner will identify which vowel is sounded or which vowel is silent.	99.4	<u>95.8</u>	80.6
2. Given a one, three, or four-syllable word, the learner will indicate the number of syllables in the word, or the learner will identify a two, three, or four-syllable word.	97.6	<u>92.5</u>	75.6
3. Given a sentence with an underlined prefixed word, the learner will identify the meaning of the prefixed word.	97.9	<u>92.4</u>	76.9
4. Given an unfamiliar word in context and four definitions, the learner will identify the meaning of the word.	97.6	<u>89.7</u>	64.9
5. Given a word, the learner will identify the antonym from a list of four words.	97.3	<u>92.8</u>	71.0
6. Given an abbreviation, the learner will identify the word that the abbreviation represents.	99.3	<u>97.0</u>	75.2
7. Given a contraction and four pairs of words, the learner will identify the pair of words that forms the contraction.	99.2	<u>95.5</u>	74.8
8. Given a sentence with a noun omitted, the learner will identify a singular or plural noun to complete the sentence correctly.	92.0	<u>76.6</u>	47.7
9. Given a set of words having the same initial letter, the learner will identify by second and third letters the word that comes first in alphabetical order.	99.2	<u>93.6</u>	71.5

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
10.	Given a set of guide words from a dictionary page, the learner will identify a word that could be found on that dictionary page.	87.8	65.3	37.1
11.	Given a word in context and a sample dictionary entry on which the definitions of the word may be found, the learner will identify the correct definition of the word.	93.9	81.6	55.2
12.	Given an illustration of encyclopedia volumes, the learner will identify the volume that has information on a specific topic.	95.9	82.9	47.4
13.	Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.	89.0	59.3	22.8
14.	Given a sample index page, the learner will identify page references for a specific topic.	94.6	82.8	57.0
15.	Given four sentences, three of which are statements of fact and one of opinion, the learner will identify the statement of opinion; or, given three statements of opinion and one of fact, the learner will identify the statement of fact.	93.5	79.3	57.2
16.	Given a reading selection, the learner will identify a detail from the material in the selection.	96.8	86.5	59.1
17.	Given a reading selection, the learner will identify an appropriate summary.	82.8	49.3	18.4
18.	Given a reading selection, the learner will identify a sentence that describes the main idea of the selection.	93.2	75.2	41.8
19.	Given a reading selection, the learner will identify the sequence of the main events.	96.3	84.0	51.3
20.	Given a reading selection, the learner will identify a logical conclusion based on the material in the selection.	94.3	76.0	35.9

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 6 - Reading

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. Given a suffixed word, the learner will identify the suffix.	92.0	87.7	75.1
2. Given a prefixed word, the learner will identify the prefix.	88.7	84.8	75.9
3. Given the singular form of a noun that forms its plural by the addition of s or es, the learner will identify the plural form.	96.0	83.7	49.5
4. Given a reading selection containing an irrelevant sentence, the learner will identify the extraneous information.	97.8	90.6	70.4
5. Given three of the four terms of an analogy, the learner will identify the term needed to complete the analogy.	98.1	93.1	72.2
6. Given a contraction and four pairs of words, the learner will identify the pair of words that forms the contraction.	99.6	96.3	66.0
7. Given an unfamiliar word in context, the learner will identify the meaning of the word.	95.4	80.5	46.3
8. Given a sentence with one word underlined, the learner will identify an antonym for the underlined word.	88.2	82.8	67.5
9. Given a set of words with the same first and second letters, the learner will identify by third and fourth letters the word that comes first in alphabetical order.	99.7	98.8	90.8
10. Given a set of guide words from a dictionary entry, the learner will identify a word that could be found on that dictionary page.	90.4	74.5	51.1

Reading Objectives - Grade 6

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
11.	Given a word in context and a sample dictionary page on which the definitions of the word may be found, the learner will identify the correct definition of the word.	96.9	89.3	64.8
12.	Given a question, the learner will identify the key word to use to find a topic in an encyclopedia.	91.5	75.1	42.4
13.	Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.	96.6	90.5	60.1
14.	Given a sample index page, the learner will identify page references for a specific topic.	98.0	84.3	36.8
15.	Given a sentence containing a pronoun, the learner will identify the noun to which the pronoun refers.	95.8	83.9	45.3
16.	Given a reading selection, the learner will identify the implied main idea.	80.7	47.2	14.0
17.	Given a reading selection, the learner will identify the sequence of the main events.	93.5	72.1	33.2
18.	Given a reading selection, the learner will identify a detail from the material in the selection.	90.2	64.5	29.8
19.	Given a reading selection, the learner will identify an appropriate summary.	85.1	55.0	24.5
20.	Given a reading selection, the learner will identify a logical conclusion based on the material in the selection.	94.1	75.2	40.1

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 8 - Reading

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. Given a word with a common prefix and the meaning of its root, the learner will identify the meaning of the word.	99.3	89.7	39.5
2. Given an unfamiliar word in context, the learner will identify the meaning of the word.	99.3	96.8	84.8
3. Given a common warning cautioning against a certain danger, the learner will identify the meaning.	98.7	90.6	65.2
4. Given the meaning of a road sign or other common sign, the learner will identify the correct sign; or given a common sign, the learner will identify its meaning.	99.7	95.7	70.1
5. Given a statement or reading selection, the learner will identify either cause or effect.	98.9	97.3	88.4
6. Given a sample library catalog card, the learner will identify the author, title, or call number of a book.	98.1	84.2	44.2
7. Given a sample map, the learner will use its legend and key to identify specified information.	93.1	76.6	44.5
8. Given a word in context and a sample dictionary entry in which the definitions of the word may be found, the learner will identify the correct definition of the word.	98.4	88.6	36.3
9. Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.	97.6	85.6	49.0
10. Given a sample index page, the learner will identify page references for a specific topic.	96.9	86.4	53.5

Reading Objectives - Grade 8

	Percent Answering Correctly At Least 1 of 3	2 of 3	3 of 3
11. Given a page from a telephone book, the learner will locate specified information such as emergency numbers or alphabetical listings.	99.1	92.9	54.8
12. Given an example of an advertisement from a printed media source, the learner will identify the facts presented.	98.6	82.8	37.6
13. Given a sample application form requiring demographic information, the learner will select the appropriate information that fits in a specified blank on the form.	99.1	95.9	68.9
14. Given a sentence containing a pronoun, the learner will identify the noun to which the pronoun refers.	99.5	98.5	93.2
15. Given a reading selection, the learner will identify the implied main idea.	94.3	79.2	49.2
16. Given a reading selection, the learner will identify the sequence of the main events.	96.7	86.0	64.7
17. Given a reading selection, the learner will identify a logical conclusion based on the material in the selection.	96.6	88.4	69.3
18. Given four sentences, three of which are statements of fact and one of opinion, the learner will identify the statement which is opinion.	96.7	90.2	66.0
19. Given a set of directions, the learner will follow the directions precisely.	90.8	66.6	26.4
20. Given a printed listing, such as a menu or building directory, the learner will identify specified information.	98.1	86.9	27.3

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 11 - Reading

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. Given a portion of a completed state or federal income tax form, the learner will identify specified information such as net income, gross income, deductions, spouse, and dependents.	99.1	<u>95.8</u>	79.4
2. Given words such as instructions, warnings, or medical terms printed on containers, the learner will identify the meaning.	99.9	<u>99.3</u>	93.3
3. Given an article from the media, the learner will identify the implied main idea.	98.6	<u>90.4</u>	63.6
4. Given a printed communication such as a memo, posted announcement, or classified ad, the learner will identify specific information.	99.3	<u>95.3</u>	70.8
5. Given a common sign such as FLAMMABLE, TRESPASSERS WILL BE PROSECUTED, or PROCEED AT OWN RISK, the learner will identify its meaning.	97.7	<u>86.7</u>	51.6
6. Given a specific topic and a list of information sources such as a road atlas, card catalog, dictionary, owner's manual, or encyclopedia, the learner will select the appropriate source for locating information on this topic.	99.6	<u>95.8</u>	48.0
7. Given a sample yellow page from a telephone book, the learner will identify specified information.	99.2	92.3	<u>62.4</u>
8. Given a contract which includes information such as total interest paid, penalties, length of term, payment dates, and early payoff penalties, the learner will identify specified information.	93.9	<u>75.6</u>	41.6

Reading Objectives - Grade 11

	Percent Answering Correctly At Least 1 of 3	2 of 3	3 of 3
9. Given an index or table of contents, the learner will identify the page or pages of the publication on which specified information may be found.	99.2	96.2	70.6
10. Given a job application form, the learner will identify information that fits in a specified blank.	99.5	91.2	61.1
11. Given four sentences, three of which are statements of fact and one of opinion, the learner will identify the statement which is opinion.	97.8	93.3	81.1
12. Given a set of directions, the learner will follow the specific directions precisely.	97.9	88.2	50.5
13. Given a catalog description which includes the color, code number, price, weight, size, description, and mailing charges for an item and an order form, the learner will identify the correct placement of order information.	98.7	93.9	71.2
14. Given a statement or set of statements, the learner will identify the author's intent such as to persuade, to inform, to entertain, or to express feelings.	98.8	95.1	84.8
15. Given an example of an earnings statement (such as that attached to a payroll check) which includes information such as the date, social security number, gross amount earned, deductions, and net pay, the learner will identify specified inforamtion.	99.4	96.0	72.9
16. Given like products of comparable quality and product information such as quantity, delivery charges, and cost, with a given conclusion that one product is the more economical buy, the learner will identify which product information supports the conclusion.	98.1	90.2	63.4
17. Given a choice of consumer products, inclusive of food and medicine, the learner will demonstrate understanding of labels, ingredients, and directions by selecting the product best suited for a specific purpose.	96.2	80.5	33.6

Reading Objectives - Grade 11

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
18. Given an example of a document which promises a product or service such as a warranty certificate or airplane ticket, the learner will identify the conditions imposed.	97.9	86.4	53.4
19. Given a message from a driver's handbook, the learner will identify factual details pertinent to automobile and motorcycle safety.	98.3	92.4	72.7
20. Given an itemized billing statement from a business which includes information such as item(s) purchased, the cost, and the date payment is due, the learner will identify specified information.	99.3	93.5	66.2

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 2 - Mathematics

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. Given a sequence of three to five numbers formed by skip-counting by twos, by fives, or by tens, the learner will identify the next number in the sequence.	98.8	<u>96.6</u>	87.7
2. Given a two-digit number represented by illustrations such as bundles of objects, an abacus, a place value chart or other visual form, the learner will identify the standard numeral for the number.	96.5	<u>89.4</u>	76.2
3. Given an addition problem in vertical or horizontal format with two one-digit addends, the learner will identify the sum.	99.8	98.8	<u>91.6</u>
4. Given an addition problem with two numbers involving no more than two digits and no regrouping the learner will identify the sum.	99.3	<u>97.6</u>	89.1
5. Given an addition problem in vertical format with two numbers involving no more than two digits with regrouping, the learner will identify the sum.	86.0	<u>78.8</u>	62.1
6. Given a subtraction fact problem in vertical or horitzontal format, the learner will identify the difference.	99.7	97.6	<u>86.3</u>
7. Given a subtraction problem in vertical format involving subtraction of a one or two-digit number from a two-digit number greater than 18 with no borrowing, the learner will identify the difference.	98.2	<u>94.9</u>	82.5
8. Given a picture of a clock showing time to the hour or half hour and given four stated times, the learner will identify the time shown on the clock.	97.5	<u>91.0</u>	73.3

Mathematics Objectives - Grade 2

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
9.	Given a sample bar graph, the learner will make simple interpretations of data (i.e., which has most, least, etc.).	99.4	97.8	88.7
10.	Given examples of shapes, the learner will identify squares, circles, triangles, and rectangles.	99.7	98.5	83.8
11.	Given examples of shapes or objects divided into halves, thirds, or fourths with one part of the shape or object shaded, the learner will identify the shaded part as one-half, one-third, or one-fourth.	88.8	82.1	73.9
12.	Given a picture of a penny, nickel, dime, or quarter, the learner will identify its value in cents, or given a value in cents, identify the coin of that amount.	99.3	94.9	88.4
13.	Given the cost of an item less than $1.00, the learner will identify a combination of coins equal to that amount or given a combination of coins less than $1.00, the learner will identify their value.	95.6	81.5	55.0
14.	Given a word problem presented in both written and oral form that can be solved by adding two whole numbers whose sum is less than 100 with no regrouping, the learner will identify the solution.	98.3	95.1	81.4
15.	Given a word problem presented in both written and oral form that can be solved by subtracting two whole numbers less than 100 without regrouping, the learner will identify the solution.	93.6	79.2	56.2

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 4 - Mathematics

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. The learner will identify the word name for a whole number between 99 and 10,000.	97.2	91.9	78.6
2. Given different arrangements of three whole numbers less than 1,000, the learner will select the arrangement in which the numbers are listed in order from least to greatest or from greatest to least.	95.2	82.2	63.8
3. The learner will identify the place value of a digit in a four-digit number.	95.7	90.0	80.6
4. The learner will add a column of three numbers of three-digits or fewer with regrouping.	98.6	93.4	75.6
5. The learner will solve a subtraction problem involving whole numbers less than 1,000 with regrouping from 10's and 100's.	94.1	87.7	68.5
6. The learner will solve a multiplication problem using multiplication facts through nine times nine.	99.3	97.6	90.7
7. The learner will multiply a two-digit number by a one-digit number with regrouping.	97.3	91.3	75.0
8. The learner will identify the correct quotient to any division fact.	98.3	94.5	80.7
9. Given a picture of a clock showing time to a whole number of minutes, the learner will identify the time to the minute.	96.4	89.2	69.3
10. Given a sample bar graph, the learner will make interpretations of data.	97.1	91.2	62.9
11. Given a sample line graph, the learner will make interpretations of data.	94.3	72.4	35.9

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
12.	Given the pictures of several plane figures, the learner will identify the figure that has the same size and shape as a given figure.	98.8	96.6	88.3
13.	Given a region divided into two, three, or four congruent parts, the learner will identify the fraction that describes the shaded part of the region. (i.e., 2/3, 3/4, 1/2, etc.)	94.8	85.9	47.8
14.	Given the prices of two or three items expressed with dollar signs and decimal points, the learner will identify the total cost not to exceed ten dollars.	96.1	85.6	55.6
15.	Given the cost of an item of no more than $5.00, expressed with a dollar sign and a decimal point and the amount of money given to the clerk, the learner will identify the correct amount of change.	88.8	75.5	56.6
16.	The learner will recognize the approximation of a given three-digit number to the nearest hundred or ten.	95.2	74.3	34.0
17.	Given pictures of an object and a centimeter ruler with one end of the object and the starting end of the ruler aligned, the learner will identify the length of the object to the nearest centimeter.	97.1	89.6	74.8
18.	Given a one-step word problem that can be solved by addition or subtraction involving numbers of three-digits or fewer with regrouping from 10's and 100's, the learner will solve the problem.	95.7	83.7	58.0
19.	Given a one-step word problem that can be solved by multiplication of a two-digit number by a one-digit number or a one-digit number by a one-digit number with possible regrouping, the learner will solve the problem.	85.7	72.7	56.6
20.	Given a word problem that can be solved by a division fact, the learner will solve the problem.	77.9	60.4	35.1

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 6 - Mathematics

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. The learner will identify place value to tenth's and hundredth's.	69.2	<u>60.9</u>	48.4
2. The learner will add three numbers greater than 100 and less than 10,000 with regrouping.	99.6	97.7	<u>85.5</u>
3. The learner will substract a three or four-digit number from a three, four, or five-digit number with regrouping.	97.3	<u>92.3</u>	76.4
4. The learner will multiply a three-digit number and a two-digit number with regrouping.	95.7	<u>89.5</u>	77.0
5. The learner will divide a three-digit number by a two-digit number with a remainder.	96.6	<u>87.2</u>	63.0
6. Given sample circle, pictorial, and/or bar graphs, the learner will make interpretations of data.	97.2	<u>83.6</u>	49.8
7. Given a sample line graph, the learner will make interpretations of data.	95.5	<u>80.4</u>	43.5
8. The learner will identify the average (mean) of a given set of three to five whole numbers of two digits or fewer with a whole number result.	68.8	<u>58.3</u>	42.6
9. Given a picture of a quadrilaterial or triangle on centimeter graph paper, the learner will identify the approximate size of the enclosed area.	92.1	<u>70.1</u>	55.7
10. The learner will calculate the perimeter of a polygon given measurements necessary.	92.7	<u>68.2</u>	22.0
11. The learner will multiply two common fractions.	94.4	<u>85.1</u>	61.2

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
12.	The learner will find the unit cost of items priced in multiple quantities.	94.7	86.7	72.1
13.	The learner will approximate by rounding a given four-digit number to the nearest thousand, hundred, or ten.	96.0	82.6	59.5
14.	Given pictures of an object and a centimeter ruler with one end of the object on the starting end of the ruler aligned, the learner will identify the length of the object to the nearest millimeter.	76.1	69.8	58.7
15.	Given a problem presented in vertical format, the learner will add two decimal numbers less than ten, each with one, two, or three places with regrouping.	95.1	85.2	60.3
16.	Given a problem presented in vertical format, the learner will subtract a one or two-place decimal number from a large one or two-place decimal number less than 100 with regrouping.	93.7	67.2	56.1
17.	Given a one-step word problem that can be solved by addition of no more than three numbers less than 10,000, the learner will solve the problem.	96.9	89.9	67.7
18.	Given a one-step word problem that can be solved by subtraction of a three or four-digit number from a three, four, or five-digit number with regrouping, the learner will solve the problem.	93.4	82.4	58.6
19.	Given a one step word problem that can be solved by multiplication of two numbers less than 100, the learner will solve the problem.	88.1	75.1	54.7
20.	Given a word problem that can be solved by division of three-digit number by a two-digit number with a quotient with no remainder, the learner will solve the problem.	88.5	72.7	51.8

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 our ot 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 8 - Mathematics

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. The learner will subtract a three or four digit number from a four, five, or six-digit number with regrouping. (At least one test item shall have some zeros in the minuend.)	99.1	<u>97.0</u>	85.2
2. Given a multiplication problem in horizontal format involving multiplication of a three-digit number with regrouping, the learner will compute the product.	99.0	<u>96.5</u>	88.9
3. Given a division problem with a four-digit dividend and a two-digit divisors, the learner will compute the quotient and the remainder.	97.2	<u>88.4</u>	62.7
4. Given a set of no more than ten numerical data such as grade points, costs, or scores, the learner will determine the average (mean) of the set.	83.4	<u>76.0</u>	63.3
5. Given a picture of a rectangle with the lengths of the sides indicated, the learner will compute the area or perimeter.	87.7	<u>56.4</u>	35.3
6. The learner will add two fractions or mixed numbers with unlike denominators.	84.1	<u>76.1</u>	69.2
7. The learner will subtract two fractions or mixed numbers with unlike denominators.	87.9	<u>79.3</u>	64.4
8. The learner will divide two fractions or mixed numbers.	87.9	<u>74.1</u>	59.2
9. Given an advertisement, menu, or other price list, the learner will identify the cost of a given set of items exclusive of tax.	96.2	<u>84.0</u>	54.5
10. Given a salary and the deductions for a stated period of time, the learner will determine the amount of take-home pay.	93.8	<u>85.2</u>	70.1

	Percent Answering Correctly At Least 1 of 3	2 of 3	3 of 3
11. Given the costs of different quantities of a specific product, the learner will identify the most economical buy.	79.1	48.8	23.1
12. Given the hourly wage and the number of hours worked in a week, the learner will determine the wage for a stated period of time.	95.6	87.3	59.9
13. The learner will round a number to a designated place value between thousands and thousandths inclusive.	93.0	75.5	44.4
14. Given the total bill of no more than $20,000 and the amount of money paid to the cashier, the learner will estimate the distance between two or more given points.	87.8	69.6	43.7
15. Given a map and a distance scale for the map, the learner will estimate the distance between two or more given points.	95.5	80.3	47.8
16. Given a subtraction problem written in horizontal format, the learner will identify the difference between two mixed decimal fractions through tenths, hundredths, or thousandths with or without regrouping.	92.7	79.5	67.3
17. Given a multiplication problem involving decimal numbers and the correct sequence of digits for the product, the learner will identify the correct decimal placement in the product.	96.3	87.8	25.9
18. Given a division problem involving decimal numbers and the correct sequence of digits for the quotient, the learner will identify the correct decimal placement in the quotient.	92.1	69.7	37.5
19. The learner will identify the percent that is equivalent to a given 1- or 2-place decimal number.	90.4	83.2	66.4
20. Given a problem describing a relationship between two quantities or items, the learner will state the relationship as a fraction, decimal, or percent.	89.7	62.1	26.5

State Summary Objective Data:
Percent of Students Correctly Answering
1, 2, or 3 out of 3 Items for Each Objective
With Expected Performance by Objective Indicated

Grade 11 - Mathematics

Note: An expected performance level for minimum competency was set for each objective. This performance level was based on the judgments of Kansas educators about the difficulty of the items. The expected performance level is underlined for each objective.

	Percent Answering Correctly At Least		
	1 of 3	2 of 3	3 of 3
1. The learner will read and interpret data from line, bar, or circle graphs.	99.4	<u>92.8</u>	65.6
2. Given a set of no more than ten numerical data such as grade points, costs, or score, the learner will determine the average (mean) of the set.	95.0	<u>89.9</u>	74.6
3. Given appropriate dimensions of a rectangular solid, the learner will determine the amount of covering such as paint, carpet, or wallpaper necessary to cover a specified area such as a floor, ceiling, or walls.	86.7	<u>66.8</u>	38.2
4. Given the costs of different quantities of a specific product, the learner will identify the most economical buy.	91.0	<u>65.8</u>	28.3
5. Given a salary and the deductions for a stated period of time, the learner will determine the amount of take-home pay.	96.8	<u>85.7</u>	57.0
6. Given the cost of an item such as a car or a stereo set and the amount of interest to be paid, the learner will indicate the average monthly payment over a period of one year.	87.0	<u>77.8</u>	63.2
7. Given an itemized list of the amounts of various materials used in constructing an item and the cost per unit of each material, the learner will identify the total cost of the materials necessary to construct the item.	97.9	<u>90.5</u>	66.1
8. Given the cost of an item such as an automobile, the learner will identify the amount of money which would have to be saved for a specified number of weeks to pay for the item, without considering any interest that might be earned.	97.6	<u>92.7</u>	76.5

		Percent Answering Correctly At Least		
		1 of 3	2 of 3	3 of 3
9.	Given the previous balance and transactions for a period of time, the learner will reconcile a checking or savings account.	95.0	79.7	40.2
10.	Given a total bill of no more than $100.00 and the amount of money paid to the cashier, the learner will determine the least combination of bills and coins to be given in change.	92.4	79.2	51.8
11.	Given a specified amount of money and the fractional part needed for a specific item, the learner will determine the amount to be allocated for the specific item.	96.0	79.4	45.5
12.	Given a list of purchased items, the amount charged for each item, and the sales tax rate, the learner will identify a sales slip correctly showing the price of each item, the tax, and the total bill.	95.5	84.7	68.1
13.	Given the regular price of an item, the amount of savings, or the percent of discount, the learner will identify the monetary or percent savings.	91.6	77.4	44.2
14.	Given a problem involving the rate of interest on a given amount of money, the learner will compute the amount of simple interest for a specified length of time.	90.5	75.4	56.5
15.	Given a situation involving planning for an event (meal, party, etc.) and other needed (as well as some extraneous) data, the learner will determine the quantity of a material needed in metric units.	95.8	84.0	57.5
16.	Given a scale drawing such as a map or blueprint, with the scale indicated, the learner will estimate the distance between the two points.	95.6	83.3	56.3
17.	Given a life-problem situation, the learner will apply a formula for determining area, perimeter, volume, or other parameter given the formula and values for the variables.	88.0	62.8	33.9

Mathematics Objectives - Grade 11

	Percent Answering Correctly At Least 1 of 3	2 of 3	3 of 3
18. Given a life-problem situation involving a given proportion with three whole number components and one missing term represented by a variable, the learner will calculate the missing terms.	97.7	89.7	66.2
19. Given an instrument (ruler, scale, volumetric device, etc.), the learner will determine a measurement of an objective in metric or standard units.	98.8	94.8	74.9
20. Given a rate problem (gas mileage, speed, etc.) with two quantities specified, the learner will identify the missing quantity.	99.1	91.7	70.3

APPENDIX C

State Summary Item Data:
Percent of Students Answering Each Item Correctly

Grade 2 - Reading

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	90.0	24	56.7
2	92.2	25	85.1
3	85.3	26	79.2
4	91.8	27	54.3
5	89.9	28	96.0
6	88.6	29	95.6
7	70.1	30	92.6
8	75.7	31	60.3
9	74.6	32	93.8
10	91.2	33	88.4
11	92.1	34	61.2
12	87.7	35	85.0
13	88.7	36	86.8
14	93.9	37	76.0
15	92.9	38	77.1
16	99.0	39	74.4
17	98.7	40	90.2
18	98.3	41	93.0
19	80.9	42	91.1
20	90.9	43	61.2
21	80.1	44	79.4
22	95.5	45	71.7
23	81.7		

Grade 4 - Reading

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	91.6	31	68.4
2	96.5	32	61.6
3	87.6	33	76.3
4	80.8	34	49.6
5	89.4	35	67.5
6	95.5	36	84.9
7	92.7	37	70.6
8	92.7	38	77.4
9	75.8	39	53.4
10	78.5	40	72.3
11	95.6	41	78.2
12	97.4	42	73.9
13	87.2	43	70.1
14	93.1	44	60.6
15	89.1	45	59.5
16	80.5	46	68.6
17	72.1	47	63.3
18	77.4	48	84.3
19	97.5	49	78.3
20	77.4	50	82.3
21	89.5	51	65.6
22	85.0	52	77.7
23	94.5	53	66.4
24	87.6	54	86.6
25	89.7	55	75.6
26	83.0	56	45.9
27	79.5	57	49.5
28	88.7	58	70.1
29	47.6	59	81.3
30	70.4	60	82.9

Grade 6 - Reading

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	87.6	31	62.5
2	82.4	32	48.7
3	84.7	33	62.3
4	84.2	34	84.5
5	84.6	35	31.5
6	80.5	36	68.9
7	84.9	37	67.1
8	85.6	38	51.2
9	58.6	39	76.0
10	96.8	40	73.8
11	94.7	41	73.1
12	70.5	42	69.1
13	99.3	43	75.9
14	94.9	44	57.6
15	95.1	45	75.5
16	84.5	46	81.7
17	79.0	47	94.9
18	74.9	48	86.7
19	93.3	49	71.6
20	83.1	50	65.7
21	42.7	51	84.9
22	84.7	52	83.5
23	78.0	53	92.6
24	62.3	54	75.0
25	55.0	55	67.5
26	64.6	56	87.5
27	71.0	57	92.2
28	89.6	58	79.8
29	51.9	59	91.6
30	48.1	60	53.6

Grade 8 - Reading

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	77.8	31	78.0
2	83.1	32	83.4
3	92.0	33	84.6
4	86.1	34	65.1
5	98.2	35	83.3
6	44.3	36	82.7
7	95.4	37	97.1
8	90.6	38	95.4
9	94.9	39	92.1
10	97.7	40	70.8
11	97.1	41	82.6
12	96.5	42	83.4
13	91.7	43	87.5
14	77.6	44	62.7
15	85.2	45	96.5
16	79.5	46	77.5
17	87.1	47	72.8
18	98.8	48	63.9
19	76.5	49	97.4
20	89.4	50	78.8
21	60.6	51	42.9
22	89.2	52	93.1
23	91.9	53	89.3
24	42.3	54	29.9
25	85.4	55	94.3
26	67.2	56	72.5
27	79.6	57	97.1
28	79.5	58	43.0
29	80.8	59	70.7
30	87.0	60	70.1

Grade 11 - Reading

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	81.0	31	92.5
2	93.5	32	92.8
3	61.5	33	78.6
4	97.3	34	90.2
5	97.7	35	82.0
6	97.4	36	91.1
7	82.7	37	93.9
8	80.0	38	97.3
9	89.8	39	74.9
10	87.9	40	82.1
11	94.2	41	91.1
12	90.1	42	64.5
13	97.0	43	95.7
14	49.4	44	94.0
15	96.9	45	88.9
16	77.3	46	98.2
17	97.3	47	88.7
18	90.8	48	64.8
19	96.7	49	97.9
20	75.4	50	86.8
21	81.8	51	89.6
22	55.4	52	91.1
23	76.2	53	79.0
24	79.5	54	40.4
25	86.6	55	96.1
26	83.0	56	83.1
27	82.0	57	79.7
28	96.1	58	63.2
29	78.4	59	85.2
30	93.8	60	88.3

State Summary Item Data:
Percent of Students Answering Each Item Correctly

Grade 2 - Mathematics

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	94.8	24	81.4
2	98.6	25	90.2
3	96.8	26	94.6
4	94.7	27	89.9
5	95.4	28	73.2
6	96.0	29	87.6
7	81.4	30	68.1
8	77.5	31	91.1
9	67.9	32	90.0
10	93.3	33	80.6
11	97.1	34	98.9
12	93.3	35	84.9
13	92.7	36	98.2
14	92.3	37	96.2
15	90.5	38	94.4
16	90.0	39	95.3
17	95.6	40	97.1
18	97.5	41	93.9
19	92.2	42	91.6
20	85.9	43	87.8
21	84.1	44	76.4
22	84.7	45	68.0
23	78.7		

Grade 4 - Mathematics

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	93.7	31	70.3
2	86.1	32	87.9
3	87.8	33	79.3
4	86.3	34	68.8
5	83.2	35	77.0
6	80.8	36	69.2
7	96.8	37	54.6
8	95.8	38	68.1
9	95.1	39	50.8
10	88.1	40	90.3
11	91.1	41	87.4
12	84.5	42	88.6
13	94.2	43	82.0
14	89.2	44	63.6
15	90.1	45	57.9
16	84.1	46	90.2
17	83.2	47	93.1
18	73.9	48	68.0
19	90.0	49	90.0
20	85.8	50	56.2
21	52.7	51	56.4
22	90.7	52	90.0
23	90.5	53	82.7
24	86.5	54	88.8
25	87.0	55	94.7
26	80.6	56	93.5
27	69.8	57	95.5
28	78.0	58	82.8
29	72.4	59	86.4
30	70.4	60	85.6

Grade 6 - Mathematics

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	93.8	31	55.0
2	97.4	32	58.2
3	91.6	33	56.6
4	86.6	34	90.0
5	85.9	35	89.1
6	68.0	36	75.5
7	89.6	37	75.9
8	89.4	38	82.4
9	87.0	39	76.1
10	87.1	40	75.9
11	64.8	41	73.4
12	65.0	42	68.6
13	87.4	43	71.5
14	83.8	44	73.4
15	75.6	45	68.2
16	87.7	46	79.9
17	87.4	47	68.2
18	87.0	48	69.9
19	83.9	49	90.0
20	85.9	50	67.2
21	70.8	51	25.6
22	81.4	52	68.5
23	79.5	53	68.0
24	77.2	54	68.1
25	56.0	55	94.8
26	61.6	56	61.3
27	61.0	57	74.5
28	88.6	58	78.7
29	81.1	59	88.8
30	83.7	60	51.9

Grade 8 - Mathematics

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	95.3	31	84.6
2	93.2	32	81.6
3	92.8	33	73.8
4	94.3	34	79.9
5	93.6	35	73.0
6	96.6	36	60.0
7	87.0	37	70.5
8	88.0	38	71.1
9	73.3	39	59.5
10	76.8	40	53.4
11	74.7	41	52.4
12	78.0	42	45.1
13	77.6	43	87.8
14	81.0	44	87.2
15	73.0	45	67.9
16	78.7	46	86.3
17	73.0	47	82.1
18	69.5	48	80.6
19	87.8	49	66.6
20	77.3	50	70.5
21	74.5	51	46.8
22	86.5	52	60.9
23	31.6	53	50.1
24	91.8	54	62.7
25	78.0	55	81.3
26	63.1	56	70.6
27	58.1	57	71.8
28	74.2	58	79.5
29	71.8	59	79.2
30	76.7	60	75.9

Grade 11 - Mathematics

Item Number	Percent of Students Answering Correctly	Item Number	Percent of Students Answering Correctly
1	96.3	31	78.1
2	87.1	32	80.6
3	77.7	33	54.5
4	71.6	34	97.9
5	77.8	35	79.4
6	78.6	36	80.5
7	90.0	37	80.8
8	89.5	38	83.6
9	79.9	39	50.4
10	93.9	40	93.4
11	80.6	41	83.4
12	79.1	42	77.8
13	89.3	43	65.4
14	94.5	44	58.4
15	83.1	45	61.0
16	89.2	46	87.6
17	71.2	47	79.2
18	60.5	48	81.5
19	72.6	49	91.3
20	78.7	50	94.3
21	71.2	51	83.0
22	81.9	52	77.1
23	85.4	53	63.7
24	70.0	54	50.8
25	73.9	55	91.7
26	70.7	56	67.0
27	78.9	57	80.7
28	76.3	58	80.9
29	44.4	59	84.1
30	64.5	60	70.1

APPENDIX D

Distribution of School Districts:
Percent of Students
Meeting or Exceeding Minimum Standards

Reading

Percent of Students Meeting or Exceeding Minimum Standards	Number of Districts *				
	Grade 2	Grade 4	Grade 6	Grade 8	Grade 11
90-100%	84	28	5	94	78
80-89.9	104	50	29	126	132
70-79.9	77	84	60	77	73
60-69.9	41	89	85	19	23
50-59.9	8	50	91	4	6
40-49.9	6	13	34	0	0
30-39.9	1	6	8	1	1
20-29.9	0	0	9	1	2
10-19.9	0	0	0	0	0
0-9.9	0	1	0	0	0

This chart shows the number of school districts in relation to the percent of students who met or exceeded the minimum standards for each test. (EXAMPLE: 84 districts had between 90 and 100 percent of their second grade students who met or exceeded the minimum standard for the reading test.)

* Includes public school districts and accredited private school districts.

APPENDIX D

Distribution of School Districts:
Percent of Students
Meeting or Exceeding Minimum Standards

Mathematics

Percent of Students Meeting or Exceeding Minimum Standards	Number of Districts *				
	Grade 2	Grade 4	Grade 6	Grade 8	Grade 11
90-100%	196	87	17	20	35
80-89.9	82	98	29	53	107
70-79.9	32	79	54	75	94
60-69.9	10	43	68	83	53
50-59.9	0	10	74	53	14
40-49.9	1	2	55	22	6
30-39.9	0	0	16	7	1
20-29.9	0	2	4	7	3
10-19.9	0	0	3	1	0
0-9.9	0	0	0	2	0

This chart shows the number of school districts in relation to the percent of students who met or exceeded the minimum standards for each test. (EXAMPLE: 196 districts had between 90 and 100 percent of their second grade students who met or exceeded the minimum standard for the mathematics test.)

* Includes public school districts and accredited private school districts.

APPENDIX E

Advisory Committee for State Basic Skills Improvement
Helen Kriegsman, Chairperson

James E. Brown, Language
Daryl R. Carlson, Math
Debbie Cheves, Elementary Principal, Reading
Sister Mary Corita Conlan, Elementary Principal
Nan Cookus, Special Education
Joe Douglas, Jr., School Board
Marilyn Woodall Flannigan, Reading
James Howell, Reading Director
Donald J. Hurst, Assistant Superintendent
Ray Kurtz, Mathematics
Laura Meeks, Language Arts
Doris Moos, Language Arts
Terry Parks, Math
Donald C. Richardson, Reading
Kay Schultz, Second Grade
Darrell Thrasher, Junior High Math
Pat Turrell, K-6 Teacher
Pearl Watson, Gifted/Reading/Language